

School Environment and Satisfaction with Schooling among primary school pupils in Ondo State, Nigeria.

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Abstract

Modern school environment put emphasis on adequate and qualitative facilities to promote conducive teaching and learning environment, the deplorable conditions of the primary schools has become worrisome to the state government and education stakeholders. The study investigated the school environment and pupils' satisfaction with schooling in Ondo State. Two hypotheses were formulated and tested. The descriptive survey design was adopted for the study and a multistage sampling technique was used to select 900 respondents from both public and private primary schools within the state. The instrument for the study was a questionnaire which sought information on pupils' level of satisfaction with the school environment. The test retest method of reliability was used in determining the reliability of the instrument, a reliability coefficient of 0.89 was obtained. The data were analyzed with Statistical Package for Social Sciences(SPSS) using percentages, mean, standard deviation, t-test and Spearman rho to test the hypotheses at the 0.05 level of significance. The study found out that pupils in compliant schools were more satisfied with schooling than pupils in non compliant schools. It was recommended that adequate facilities should be provided for the non compliant schools to make pupils derive satisfaction with schooling.

Key words: school environment, satisfaction with schooling.

1.0. Introduction

The physical outlook of the school environment is very important in contributing to healthy academic exercise. It forms the fulcrum on which other activities revolve. Adeyemi (2007) while reporting on Ondo State, mentioned that the classrooms in most of the schools were inadequate in terms of decency, space, ventilation and insulation from heat. He also noted that the incinerators and urinals were not conveniently placed, and that the school plant was poorly maintained. He lamented that the combination of these deficiencies constituted a major gap in the quality of learning environment. But then there are few prominent public and private primary schools with very good facilities across the state. A good example is the newly established Mega Primary schools in Ondo State (OSME 2012). The school physical environment includes the buildings, classrooms, furniture, equipment, instructional materials, laboratories, libraries, play grounds, and so on. Egim (2003) maintained that in a bid to expand the educational enterprise, educational planners are more interested in issues such as the number of schools, teachers, students' infrastructural facilities like classrooms and school buildings. Little attention is paid to the quality of the environment. The design and structure of school environment forms the physical appearance of the school which may attract parents and friends of educational institutions in their initial judgments about the quality of what goes on in the school. They have effect on the perception and choice for learning experience desired by parents and students (Mitchell 2008). Equally crucial is the greening of the school environment. Sanitation Connection (2001/2002) maintains that a school management that provides sanitation and planting of flowers, trees and maintaining lawns, well cleared grasses, and so on improves quality of life and study environment. Aesthetics of a school environment is another aspect of managing a school environment.

The school environment, which include the classrooms, libraries, technical workshops, laboratories, teachers' quality, school management, teaching methods, peers, and so on are variables that affect students' academic achievement (Ajayi 2001 Oluchukwu 2000). It has also been observed that adequate attention is now being paid to school plant planning throughout the world's educational systems including Nigeria. Educational facilities such as school plant have been repeatedly found to have positive relationship with standard and quality of educational system (Ojedele 2000). Nigeria as a nation strives to experience real growth and development. This requires a clearly defined development strategy that allows intensive utilization of resources which is

endowed. These resources are the various school physical facilities that are indispensable in the educational process. They include the sitting, the building and physical equipment, recreation places for the achievement of educational objectives (Oluchukwu 2000). School environment which include instructional spaces planning, administrative places planning, circulation spaces planning, spaces for conveniences planning, accessories planning, the teachers as well as the students themselves are essential in teaching-learning process. Relating this study to international occurrences are the assertions of (Williams Persaud & Turner 2008), cited in (Marsden 2005), which reported that safe and orderly classroom environment (aspect of instructional space), School facilities (accessories) were significantly related to students' academic performance in elementary schools. The three researchers, also quoted (Lewy 2002), asserting that a comfortable and caring environment among other treatments helped to contribute to students' academic performance.

Although children spend a great deal of their time in school, there is relatively little attention for school satisfaction. Positive achievement experiences are satisfying in themselves and can be expected to contribute to school satisfaction. Children who do well in school tend to be more satisfied with school. Good school results can be expected to lead to school satisfaction because they lead to gratifying feeling of being academically competent. Pupils who are accepted by their peers have been found to be more likely to enjoy school and their classes (Osterman 2000 Okun Braver & Weir 1990) found that girls showed more school satisfaction than boys, it also appears that boys report peer victimization more than girls fairly consistently whereas girls are more likely to emphasize their relatedness to others. Pupils may be satisfied with schooling when the learning environment is conducive, if they have the opportunity to play around freely in a sport arena where running, jumping, climbing, throwing and other activities are done Aina (2014). In other words pupils may prefer to go to school with well constructed classrooms and facilities that they can be proud of (Omoteke 2013).

2.0. Purpose of the Study

The purpose of this study was to examine the school environment and satisfaction with schooling among primary school pupils in Ondo State, Nigeria.

It will also determine the level of satisfaction with schooling among primary school pupils in Ondo State.

3.0. Hypotheses.

1. There is no significant difference in school environment and satisfaction with schooling among primary school pupils.
2. There is no significant difference between male and female in the relationship between school environment and satisfaction with schooling.

4.0. Sample and sampling techniques

A total of 900 pupils were randomly selected as sample for the study. A multistage sampling technique was used to select the sample, in the first stage all the primary schools were grouped into public and private schools while the second stage classified them into urban and rural schools. Five pupils were selected per school to make fifty that were selected per local government in the eighteen local government areas in Ondo State totaling 900 pupils. The instrument for the study was a questionnaire which sought information on pupils' level of satisfaction with the school environment. The test retest method of reliability was used in determining the reliability of the instrument, a reliability coefficient of 0.89 was obtained. The data were analyzed with Statistical Package for Social Sciences(SPSS) using percentages, mean, standard deviation, t-test and Spearman rho to test the hypotheses at the 0.05 level of significance.

Hypothesis 1

There is no significant difference in school environment and satisfaction with schooling among primary school pupils.

Table 1: Summary of t – test of the difference in school environment and satisfaction with schooling among primary school pupils.

Variables	N	Mean	Sd	df	t-cal	Sig
Satisfactory school environment	550	64.02	5.42	898	20.32	0.000
Unsatisfactory school environment	350	54.67	8.35			

*Significant at 0.005 (2 tailed)

From table 1, the result revealed that there was a significant difference between those who are satisfied with the school environment and those who are not satisfied with the school environment ($t = 20.32$, $df = 898$, $P < 0.05$). Thus the hypothesis was rejected. It means that higher number of pupils derive satisfaction with school environment in Ondo State.

Hypothesis 2

There is no significant difference between Male and Female in the relationship between school environment and satisfaction with schooling.

Table 10: Summary of Spearman rho Correlation for gender difference in terms of school environment and satisfaction with schooling.

Gender	Variables	Mean	SD	N	Df	R	Sig (r)	Zr	Z	Sig (Z)
Male	School Environment	45.20	9.760	445	443	.376	.000	0.400	-1.644	> 0.05
	Satisfaction with Schooling	45.78	8.145							
Female	School Environment	44.67	9.219	455	453	.466	.000	0.510	-1.644	> 0.05
	Satisfaction with Schooling	43.64	8.360							

Table Value for Z=1.96

Table 2 revealed that both male and female indicated a significant relationship between school environment and satisfaction with schooling. The calculated Z value of -1.644 was less than the critical Z value (1.96) at 0.05 level of significant, thus the null hypothesis was accepted. It implies that there was no significant difference between the correlation coefficients computed for the two groups. Conclusively, school environment affects the satisfaction of both male and females in about the same way.

5.0. Discussion.

The findings on pupils' satisfaction with schooling revealed high level of satisfaction with the available environmental components. The findings also revealed that pupils claimed to derive more satisfaction with schooling with the availability of functional toilets and urinals, flowers planted at specific locations in the school premises, good play ground and so many other attractive facilities for teaching and learning. Rickinson (2004) Rivkin (2003) Moore (2006) Omotere (2013) in their various studies revealed that school beautification attracts pupils, they aligned with the findings and added that a school that has very serene and inviting environment promotes teaching and learning, hence pupils derive more satisfaction being a pupil in the school. The Spearman rho correlation revealed that pupils in both public and private schools derived a lot of satisfaction with schooling as indicated in hypothesis 2. Adaralegbe (2009) Ibukun (2010) corroborated the findings that highly rated schools in terms of physical development attracts more pupils. They clearly stated that primary schools with adequate and functional facilities such as buildings, classrooms, play ground, furniture, library, perimeter fence were rated higher than those without such facilities. Parents on the other hand prefer to put their children in schools where they can enjoy the best of the facilities for teaching and learning. Pupils derived more joy and satisfaction in school when they have the opportunity to play around freely on good play ground where running, jumping, climbing, throwing, and all kind of physical activities are carried out. (Williams 2008 Adu 2004 Odunfowokan 2008). Aina (2014) in his submission supported in his findings that adequate play ground in primary schools enables pupils to develop interest in sporting activities early in life; with this they are more satisfied with schooling.

The concept of school environment and pupil's satisfaction was to provide an avenue for the pupils to interact with the facilities during the process of teaching and learning. This was corroborated by (Balogun 2003) which stated that pupils will derive more satisfaction with schooling when they have the opportunity to interact freely with the teachers and the environment. Hypothesis 3 which stated that there is no significant difference between male and female in there satisfaction with schooling. The study revealed that female pupils were more satisfied with schooling than their male counterparts, they derive joy in going to schools that are descent and attractive than male. Moreso, they are engaged in some school activities that actually make them feel satisfied, the submissions of (Balogun 1982 Ibukun 1988) stated that children can be encouraged to participate in activities to make the school and classroom attractive for study, work and play. Most government schools have the healthy practice of giving children the charge of cleaning, thereby encouraging the inclusion of work into the routine of the school. Aina (2014) stated that pupils who attended schools with adequate facilities for learning were much more happier than pupils who do not have such opportunity. It implies therefore that pupils learning environment must be properly equipped so as to enhance appropriate satisfaction.

6.0. Conclusion

Based on the findings of this study it was concluded that quite a great number of primary school pupils in Ondo State derived satisfaction with their school environment. It also established that both male and female pupils derived almost the same level of satisfaction with the school environment. Therefore, both the state government and education stakeholders are duty bound to provide a conducive environment for teaching and learning.

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